

**New Undergraduate Program (Majors, Minors, Sequences) Proposal
Illinois State University - University Curriculum Committee**

Program Department Special Education

Initiator Katherine Peeples

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Title of New Program Major in Special Education, Specialist in LBS Online

Submission Date Tuesday, September 27, 2022

Email knpeopl@ilstu.edu

Campus Address 5910 Special Education

Version 5 **ID** 387

Proposed Starting Catalog Year 2023-2024

1. Proposed Action

New Major

New Minor

✓ New Sequence

✓ More than 50% of courses in this program are Distance Education

Sequence Major

Special Education

2. Provide *Undergraduate Catalog* copy for new program.

This program is an Major in Special Education, Specialist in Learning and Behavior (LBS1) Online Sequence for paraprofessionals who want to be licensed as an LBS1.

In addition to meeting University requirements for graduation and admission to professional studies requirements, our department requires students enter Illinois State University with:

- Minimum of 60 credit hours, including an Introduction to Special Education (e.g., SED 101), Fundamentals of Psychology (e.g., PSY 110), and complete an approved course in the Illinois Articulation Initiative General Education Core Curriculum - Designated with a "D" designation
- At least two years working as a paraprofessional with students with Individualized Education Plans (IEPs).

Students in this sequence are allowed to work in their current school districts and classroom in order to fulfill the pre-student teaching and student teaching clinical hours.

The Major in Special Education, Specialist in Learning and Behavior Online Sequence majors must successfully complete:

- Pre-student teaching: Clinical Experiences in Teacher Education are designed to meet professional performance standards. These experiences include successful completion of a minimum number of semester hours through enrollment in appropriate field experience coursework during their Field Base semester (SED 252A01, 252A02). Additional teaching or related experiences may be included as a part of core or specific sequence requirements. Performance evaluations must recommend that the student advance to student teaching prior to doing so. Repeat of field experience coursework requires the consent of the Department Chair. Students are responsible for housing arrangements and transportation to clinical sites.
- A full semester of Student Teaching (STT 399) for which teacher candidates are awarded 12 semester hours of credit is required. In order to be recommended for initial licensure, candidates must demonstrate during this capstone experience that they have obtained competence in the knowledge, performance, and disposition areas designated by the profession of special education and this department.
- Passage of all applicable teacher licensure assessments.
- A minimum GPA of 2.50 is required both overall and in major coursework for retention in all Special Education programs.

Major in Special Education, Specialist in Learning and Behavior Online Sequence:

With the passage of appropriate licensing exams, this program leads to Illinois Professional Licensure for LBS1 for paraprofessionals. The Learning and Behavior Specialist prepares students to teach in most public special education classrooms. Specialists in Learning and Behavior teach children from Kindergarten through age 22 with learning, emotional, or cognitive disabilities, orthopedic impairments, autism spectrum, multiple disabilities, traumatic brain injuries, or other health impairments.

Proposed sequence:

Minimum required credit hours: 60 hours

- SED 205
- SED 206
- EAF 228
- SED 252a01
- SED 252a02
- SED 287 (2 credit hours)
- SED 342
- SED 345
- SED 360
- SED 361
- SED 362
- SED 368
- SED 388
- SED 390
- SED 391
- SED 392
- STT 399a59 (12 credit hours)

Notes

- A grade of C or better is required in all SED required major courses
- University-Wide Teacher Education Requirements
- Students in this sequence will work closely with an advisor for a transcript review and meet graduation and licensure requirements.

3. Provide a description for the proposed program.

The aim is to design a program with paraprofessionals' needs at the center. The program is designed to have students graduate in the spring semester in order to begin a new school year that fall as fully licensed special education teachers (LBS1). Paraprofessionals will complete this program, while retaining full-time employment, with all clinical hours completed in their current district with their input and collaboration. They will have a dedicated advisor/success coach for their cohort and a university supervisor's support during their clinical experiences. Synchronous class sessions and/or individual support will be utilized throughout each course. No travel to ISU to attend classes will be necessary. Completion of this program is not tied to attending anything in person. While the format is designed for paraprofessionals' schedules and experience, we are committed to providing the same high-quality preparation that we provide to all our future teachers.

4. Provide a rationale of proposed program.

Currently the nation is grappling with a national teacher shortage crisis. This crisis is real, large, and growing in all states. Special education is one of the fields most affected by this crisis. In Illinois, special education has the largest number of unfilled or unqualified positions. At the same time, the higher education national landscape is changing. The number of traditional college-aged students is predicted to decline significantly beginning in 2025 due to the decline in birth rate in the 2008 recession and lasting for years after. The combination of all these factors have affected the Department of Special Education (SED) as we have seen a declining enrollment trend for the past decade. In 2011, we had 939 undergraduate students. Currently, our enrollment is 686.

To address the teacher shortage challenges and the enrollment decline in our department, it is paramount we develop strategies/programs to reach new students, adult learners, as they make up nearly half of all students currently enrolled in colleges and universities, according to the National Center for Education Statistics (NCES). This program focuses specifically on reaching paraprofessionals. There are 23,371 paraprofessionals in IL, 56% hold a bachelor's degree (n=13,795) and another 10% hold a master's degree (n= 2,462). Given the interest from multiple stakeholders (i.e., school districts and potential funding sources) and the need for the department to grow enrollment numbers, we are focusing our efforts on designing an online cohort program, for preparing paraprofessionals to become special education teachers within a two year and additional summer session.

This program will help to address the special education teacher shortage not just by getting "bodies in classrooms," but by getting well-trained and high-quality educators into special education teaching positions. ISU's undergraduate SED program already enjoys a strong reputation across the state for producing such high-quality educators. The paraprofessionals who enroll in our program and become fully licensed special education teachers will become a key part of that legacy.

Because this program is developed specifically for paraprofessionals (i.e., adult learners) within the field, we condensed our original Learning and Behavior Specialist 1 (LBS1) program to taking 60 credit hours of courses, instead of 79. With acknowledgment from the Director of the School of Teaching and Learning (TCH) Dr. Alan Bates, only the Online Major in Special Education, Specialist in Learning and Behavior Sequence students are not required to take TCH 208, TCH 209, or TCH 210 given their prior clinical experience within the classroom. They are given credit for prior experience. This acknowledgment is attached to this proposal. Our traditional LBS1 program will remain the same.

Because this sequence is cohort-based, students will only need to complete EAF 228 instead of EAF 231 or 235. Special Education will work with the Education Administration and Foundation department for a special cohort section of EAF 228. Dr. Len Sutton acknowledged this in the attached email.

Special education courses dropped are SED 366 Technology Applications; SED 207: Assisted Technology; SED 251: Field Work In Learning Behavior Specialist: Initial Clinical Experience. Content from these courses will be infused into the other required courses.

SED 287: Independent Study (2 credit hours). Students will work with their advisor to identify areas related to their career goals (e.g., autism support) and create an individual plan of study that will meet the course requirement.

5. Describe the expected effects of the proposed program on existing campus programs (if applicable).

Students who enroll in this program will take courses that already exist in the LBS1 licensure pathway. No other campus programs are affected.

6. Provide a sample four-year plan of study that fulfills the following requirements: 120 hours, 42 senior college hours (200 and 300 level courses), and 39 General Education Program hours or 36 hours with exemption. If the program is a BS program, show the BS-SMT degree requirement. If the program is from CAS, show Foreign Language Requirement (LAN 111/LAN 112). Confirm General Education requirement exemptions on the General Education page of the current Academic Catalog. *4-year plans are not required for minor program proposals.*

Year 1

Summer (9 hours)

- SED 205
- SED 206
- SED 360

Fall (9 hours)

- SED 342
- SED 361
- SED 368

Spring (8 hours)

- SED 345
- SED 362
- SED 287

Year 2

Summer (6 hours)

- EAF 228
- SED 388

Fall (16 hours)

- SED 252a01
- SED 252a02
- SED 390
- SED 391
- SED 392

Spring (12 hours)

- STT 399a59

7. Describe the expected curricular changes required, including new courses. If proposals for new courses have also been submitted, please reference those related proposals here:

None are required.

8. Anticipated funding needs and source of funds.

None.

9. Yes Does this program count for teacher education?

This is a new sequence within our already-established LBS1. It will align to the conceptual framework in the same way as the existing LBS1 sequence.

10. No Is this an Interdisciplinary Studies program?

11. The following questions must be answered.

- Yes** Have you confirmed that Milner Library has sufficient resources for the proposed program?
- No** Are more than 120 hours required to complete a degree with this major?
- No** Beyond General Education, does the major require more than 66 semester hours?
- Yes** Does this sequence (if in a major) require more than 55 semester hours of courses in the major department/school?
- No** Does this program stipulate specific general education courses offered in the major department/school as a part of the major requirements only if such courses serve as prerequisites for other courses required by the major?
- No** Does this program stipulate specific course requirements (majors/sequences only) that also satisfy general education and/or IAI requirements?
- No** Is the proposed program intended to be longer than four years (as indicated by the plan of study)?
- Yes** Have letter(s) of concurrence from affected departments/schools been obtained?
A departments/school is affected if it has a program with significant overlap or if it teaches a required or elective course in the program.

12. Routing and action summary for New Program:

1. Special Education Department Curriculum Committee Chair

Antonio Causarano (website)
Signature

Antonio Causarano
Print

9/13/2022 8:17:17 AM
Date

2. Special Education Department Chair/School Director

Yojanna Cuenca-Carlino (web)
Signature

Yojanna Cuenca-Carlino
Print

9/13/2022 2:04:23 PM
Date

3. College of Education College Curriculum Committee Chair

Benjamin Wellenreiter (website)
Signature

Benjamin Wellenreiter
Print

9/22/2022 12:52:58 PM
Date

4. College of Education College Dean

Francis Godwyll (website)
Signature

Francis Godwyll
Print

9/26/2022 3:01:43 PM
Date

5. Council for Teacher Education Chair

Erin Mikulec (website)
Signature

Erin Mikulec
Print

10/5/2022 5:09:16 PM
Date

6. University Curriculum Committee Chair

Mary Califf (website)
Signature

Mary Califf
Print

10/24/2022 4:13:32 PM
Date

7. Academic Senate Approver

Revise
Signature

Ian Gawron
Print

10/25/2022 9:29:41 AM
Date

All new programs (majors, minors, sequences) are routed by the U.C.C. to the Academic Senate

Comments
Comments from Version 1 from Ian Gawron (Department Curriculum Committee Chair):

Sent back on revision at the request of the initiators.

Comments from Version 2 from Yojanna Cuenca-Carlino (Department Chair/School Director):

Please do some editorial changes.

Comments from Version 3 from Benjamin Wellenreiter (College Curriculum Committee Chair):

1. Provide documentation of support or acknowledgement from Director of School of Teaching and Learning regarding absence of TCH 208, TCH 209, and TCH 210 from this program sequence.

2. Provide documentation of support or acknowledgement from Chair of Department of Educational Administration and Foundations regarding collaboration on EAF 228 for this sequence.

Comments from Version 4 from Erin Mikulec (Council for Teacher Education Chair):

Suggestion re: IDEAS requirement - include language as below: Complete an approved course in the Illinois Articulation Initiative General Education Core Curriculum - Designated with a "D" designation.

In #2 Provide a rationale for why the course should be taught. -Prerequisites: the 6th bullet point says " Candidates must meet the requirements for Admission to Professional Studies and Admission to Student Teaching..."- since Gateways have gone from 3 to 2 I don't see the admission to professional studies requirement any longer so wondering if it needs to be deleted.

In #4 Explanation of Prerequisites- edit suggestion: 1st paragraph, 2nd line: change "unfiled" to "unfilled"

Edit suggestion: 4th paragraph, 4th line: change "This is acknowledgment is attached..." to "This acknowledgment is attached..."

In #11: The following questions must be answered: change N.A. to Yes for the question "Have letters of concurrence from affected departments/school been obtained?" as those letters are provided under the View Support button.

Comments from Version 5 from Erin Mikulec (Council for Teacher Education Chair):

As acting authority recognized in email received 10.5.22

Comments from Version 5 from Ian Gawron (Academic Senate Approver):

This proposal is being sent back on revision due to UCC discussion concerning updating the Admissions information. The admissions information should be listed in an email to the initiators. Overall, it was requested to better specify the admissions requirements and to include precise wording concerning IAI and AA/AS.

If you have any questions/concerns, please email curriculumforms@ilstu.edu.

Comments from Version 6 from Erin Mikulec (Council for Teacher Education Chair):

As acting authority recognized in email received 10.5.22

